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*College Student Mobility Attracts Public Policy Attention*

S. V. MARTORANA

*Organization for Administration in Higher Education*

ARCHIE R. AYERS and JOHN H. RUSSEL

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—Office of Education

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# College Student Mobility Attracts Public Policy Attention

BY S. V. MARTORANA*

HIGH GEOGRAPHIC MOBILITY, a recognized general characteristic of the American people, is even more predominantly a trait of young people seeking college degrees. In 1960, according to the *Statistical Abstract* of the U.S. Department of Commerce, slightly over 3 percent of the persons in the Nation moved from one State to another; in 1958–59, according to a study made by the American Association of Collegiate Registrars and Admissions Officers, some 20 percent of the college students in the Nation were in institutions outside of their home States. The proportion has remained relatively unchanged over the past three decades: Office of Education studies made between 1930 and 1963 and the Association's study made in 1958–59 report the same findings.[1]

For many years the mobility of college students from one State to another attracted relatively little attention despite the fact that each year about one out of every five college students went out of his home State to go to college. More recently, however, the question of where students attend college has attracted increasing attention from persons responsible for public policy, not only with respect to education but also with respect to other social, economic, and political matters. In 1962, for example, the Western Interstate Commission of Higher Education published a 16-page booklet on the problem of *Out-of-State Students in the West's Public Colleges and Universities*. This report expresses the consensus of 13 distinguished citizens of Western States who were convened by the commission to discuss the barriers being erected to prevent students' moving across State lines to study in public colleges.

Two forces acting together explain the rise in interest in the mobility of college students, especially the interest of State governments, which have the primary responsibility for financing public higher education.

The first is the great increase in enrollments in colleges and universities, especially since World War II. In 1930, for example, enrollment in U.S. colleges totaled 1,133,000; by the fall of 1963 the enrollment had multiplied by more than fourfold. Although the percentage of students moving from their home States has remained relatively unchanged, the gross number of students moving from State to State has increased greatly as total enrollment has increased.

The other force is the rapidly rising costs of operating higher institutions and of capital construction. Although we do not know the national average cost per student, we do know the rate of increase in the total current expenditures of colleges and universities. The estimated current expenditure during fiscal year 1962, according to a recent report of the U.S. Office of Education, totaled $1.7 billion, an increase of approximately 26 percent over the total for fiscal year 1960. Since for each student the cost of providing higher educational services has also risen, the large numbers of students crossing State lines has had a considerable impact on the finances of public colleges.

As time goes on, institutions and governing boards can be expected to make more and more decisions that affect the mobility of college students. Educators and civic leaders should be alert to and informed about the implications of actions that may be taken. Further inquiries and discussions along the lines of those presented here may be helpful.

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[1] Robert C. Story, *Residence and Migration of College Students*, 1949–50, p. 3, Federal Security Agency, Office of Education, Washington; Government Printing Office, 1951; and *Home State and Migration of American College Students, Fall, 1958*, table 1, pp. 6–7, the Association, 1959. (For a preliminary report of an office study for the fall of 1963, see pages 13–14.)

## Policy on Out-of-State Admissions: A Growing Issue

New York State, like several others of the heavily populated industrial Northeast, has for a long time had more of its residents attending college in other States than it has nonresidents enrolled in the colleges within the State. The 1958–59 study of the collegiate registrars reported approximately 61,400 New York residents in college elsewhere in contrast to some 43,000 out-of-State students enrolled in colleges in New York State.

A recurrent question asked in the State is: How likely is this distribution of students to continue? One point that must be considered in answering the question is the policy on out-of-State admissions maintained by other States.

This question, then, became one item of inquiry by the Office of Planning in Higher Education in New York State, which is preparing a statewide plan for the development of higher education in New York State. The plan will be submitted to the Board of Regents for approval and transmittal to the Governor and Legislature in December 1964.

In order to get information on this topic the New York Office of Planning addressed a communication to the chief executive officer of statewide boards responsible for higher education in 17 States which have established such boards for coordinating and planning for higher education.[2]

These agencies, presumably, are best informed about the interest in the mobility of college students and trends in policies on the matter in their States. The communication requested replies to three questions:

> (1) What has been the nature and direction of change, if any, over the past 3 to 5 years in admission policy governing out-of-State students who apply to public institutions in your State? (Please indicate policy on tuition charges, required academic standards, establishment of quotas, dormitory assignments, and the like.)
>
> (2) Does the answer to this question differ for undergraduate as opposed to graduate students? (If so, please describe how it differs.)
>
> (3) How do you think the answer to these questions will likely change, if at all, during the next 5 years?

[2] Arizona, Florida, Georgia, Illinois, Iowa, Kansas, Kentucky, Mississippi, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, South Dakota, Texas, Virginia, Wisconsin.

The results of this inquiry are summarized below. But first your attention is called to the fact that determination of out-of-State admission policies is generally the prerogative of individual colleges and universities, including those in most of the States which have State boards responsible for higher education. The policy set by the Virginia State Council of Higher Education is typical of the policy generally held by these bodies, ". . . the State should not . . . alter its traditional policy of permitting individual institutions maximum discretion in limiting the size of their out-of-State enrollments . . . so long as each institution continues to give priority to qualified Virginians."

The responses summarized below reflect the general institutional practices in the States named and the governmental attitude the respondents believed to be prevalent. The views reported are meaningful, therefore, to the extent that they reveal some indications for the future with regard to mobility of college students.

### Direction of Change

The picture of the immediate past reported by the respondents is one of greater questioning and closer examination by State governmental officials of the numbers of out-of-State students enrolled in the State-supported colleges and of a general restraint from throwing up barriers to admissions except those represented by increases in tuition. Eight States (Arizona, Iowa, Kansas, Mississippi, North Dakota, Oklahoma, Montana, and Wisconsin) have made definite changes in policies relating to the admission of out-of-State students to their public institutions. Texas has noted little change other than the increases in tuition, and Georgia has tightened academic standards in some institutions. Seven States (Florida, Illinois, Kentucky, New Mexico, North Carolina, South Dakota, and Virginia) have made no change in policies of any consequence over the past 3 to 5 years.

### Tuition and Fees

Imposition of special financial charges on out-of-State students is the usual practice in public higher education. In recent years these charges have been rising even more rapidly than residents' tuition. The U.S. Office of Education found in a recent study of 514 public colleges and universities that tuition and general fee charges had increased by

$49 between the school year 1958–59 and 1962–63, and the charges to out-of-State students had increased by $111 over the same period; 81 percent of the public colleges and universities had raised charges to State residents, and 91 percent, to nonresidents.

Of the 17 States queried, 9 States (Arizona, Iowa, Kansas, Mississippi, Montana, North Dakota, Oklahoma, Texas, and Wisconsin) have increased costs for the nonresident students over the past 3 to 5 years. In Iowa there has been a "steady increase in tuition charges and out-of-State fees," and in Wisconsin increases of such fees at the University of Wisconsin have been "startling" and are now at the level of $1,000 per student per year.

Different approaches to setting higher tuition fees for out-of-State students are illustrated by the 1963 actions by Mississippi and Montana. The 1963 Mississippi legislature passed a new law relating to students seeking to enter State junior and senior colleges: It clearly defines the term "legal residence" and establishes a schedule of procedures for setting tuition rates for nonresident students. Montana, in its Master Plan Study, states as a policy that:

> Non-resident fees should be gradually increased to cover a greater share of instructional costs in keeping with recent national trends and in keeping with the differential of fees and tuition charged non-residents as compared with resident students in public institutions in other States. Accordingly, beginning with the fall term of 1963, non-resident fees will be increased $20 per quarter or $30 per semester. [3]

A pertinent observation on rising out-of-State tuition was made by *the Milwaukee Journal* on August 7, 1963, in the following editorial comment:

> Greatest increases will come in non-resident fees. U.W. should shoot right to the top of the Big Ten next year by hiking its non-resident tuition to $1,000 annually. Last year's charge of $750 put Wisconsin in fourth place.
>
> Leadership in such a category is nothing to boast about. Good out-of-State students are cherished assets in any great university. Tuitions must not be allowed to soar to the point where most non-residents are locked out.

## Required Academic Standards

Concern about the quality of education at all levels has been general in recent years. The resulting rise in academic standards has affected both resident and nonresident students. In eight States (Arizona, Georgia, Iowa, Kansas, North Dakota, Montana, Oklahoma, and Wisconsin) in the last 5 years there has been a general upgrading of academic standards for admission of nonresident students; in Georgia, by institutional policy, not statewide policy.

In Texas most of the State's institutions have had the same admissions requirements for nonresidents as for resident students.

In Arizona the student applying for admission from out of the State must be in the upper one-half of his class. Iowa not only stresses the general upgrading of academic standards but emphasized that its basic policy is to accept students who, from the best information about them, have the potential to complete the college program that they are seeking. Kansas has not established a policy, but some institutions accept out-of-State students only from the upper 10 percent of their graduating classes, and other institutions, from the upper 33⅓ of their graduating classes. In North Dakota the out-of-State students must be in the upper half of their graduating classes. In Montana, beginning with the fall semester of 1963, entering nonresident freshmen must be in the upper 50 percent of their high school graduating classes or pass an entrance examination which establishes the equivalent of this level of competency. The same academic requirement is already maintained in Oklahoma. In the last 3 to 5 years the University of Wisconsin has tightened academic requirements for nonresidents and now requires that out-of-Staters rank in the upper 40 percent of their high school graduating classes as opposed to the upper 50 percent which had prevailed for a number of years. Wisconsin State colleges, however, have not changed their admission requirements for nonresidents and apply common standards to both in-State and out-of-State students.

## Establishment of Quotas

Only 1 of the 17 States queried uses a quota to govern the number of out-of-State students in attendance at the State-supported higher educational institutions. A notable exception to this generalization is found, however, in the field of medicine. In Georgia, Iowa, Virginia, and Wisconsin medical school admissions are regulated to give preference to in-State applicants. One respondent describes the admission of out-of-State students in medical schools as being more of a problem than admissions at the general graduate level, "not because of higher requirements, but because of the

[3] Alfred J. Dubbe, *Master Plan Study Status Report.* Helena, Mont., University of Montana System of Higher Education. Office of the Executive Secretary, State Capitol, Feb. 1, 1963. pp. 14–15.

numbers applying." A logical question that arises is whether or not other fields of study, where applications are growing rapidly in numbers, will follow the pattern now applied to admissions in medical schools.

The one State, North Carolina, that cites a quota for out-of-State students to control the number of out-of-State students among the general student body of its major institution should be noted because of a recent change in its policy and practice. For some time the University of North Carolina has had a quota limitation of no more than 15 percent of entering freshmen from out of State. At the start of the next school year this will be reduced to 10 percent.

### Dormitory Assignments

Among the 17 States queried, no general practice of giving preferential assignment of dormitory rooms is reported. Only three States (Arizona, Iowa, and Wisconsin) consider the student's residence in assigning dormitory space. Arizona institutions assign rooms first to resident students, second to nonresident students who have attended the institution at least 1 year, and then to new nonresident students. Iowa gives preference to students who have already lived in the dormitory system. In Wisconsin for many years the State by law has limited to less than 10 percent the proportion of out-of-State students who may reside in university-operated residence halls.

### Undergraduate Versus Graduate Students

The expectation that graduate students would find easier admission to colleges outside their home States than undergraduate students do was not borne out by the results of this 17-State inquiry. Only two States (Iowa and North Carolina) put less restriction on graduate students than on undergraduates. Iowa's admissions policies for graduate students are currently quite liberal, and further freedom in this regard would be difficult to achieve. North Carolina places no limitation by place of residence on graduate students, as the institutions there are interested in having the best graduate students they can attract regardless of where the students reside.

The other States apply tuition and admissions policies appropriate to each of the two levels of instruction, undergraduate and graduate, to both resident and nonresident students. However, two States (Arizona and Georgia) waive some costs for particular classifications of graduate students.

### The Next 5 Years

What does the near future look like for the freedom of college students to move from State to State? From the responses received from the 17 States, the prospects are not too bright. In nine States (Arizona, Iowa, Kansas, Montana, New Mexico, North Dakota, South Dakota, Texas, and Wisconsin) there will probably be a tightening of policy governing admission of nonresident students during the next 5 years.

Several of these States suggest that this tightening of admissions policies will possibly affect scholarship requirements, nonresident fees, and the establishment of quotas, particularly at the undergraduate level. They recognize, however, that to limit the graduate students might not be wise because of the research programs and the number of graduate assistants needed in institutions offering advanced studies, and, hence, that barriers at this level would be slower in developing. Several of the nine States also indicate that pressure from the legislature is forcing a new look at nonresidents because of the unusual yearly growth in enrollments at all levels in publicly controlled institutions and the rising concern about such factors as "the ability of the State to finance the building program necessary to meet it." As a result State educational officials are watching trends in enrollment and institutional practices closely.

Several of the nine States, Iowa for example, also suggest that if enrollments are to be restricted during the next 5 years, the restrictions may be done by first accepting all qualified students, undergraduate and graduate who are residents of the State supporting the institution. Other States apparently believe that a restriction of this kind would result in a bit wider differential in fees, admissions, and housing between in-State and out-of-State students.

Of the other eight States seven do not predict any significant change in the next 5 years, and one (Mississippi) makes no comment. Two of seven States, however, make qualifying remarks. Virginia offers the view that out-of-State admissions will continue to be a troublesome problem for the colleges to cope with, and Oklahoma indicates that the 1963 action setting higher admission standards for non-

(*Continued on page 18*)

# Organization for Administration in Higher Education

BY ARCHIE R. AYERS AND JOHN H. RUSSEL*

POPULAR AND PROFESSIONAL EXPRESSIONS of concern over economy and efficiency of operation have added to the interest of boards and officials in improving the organization for the administration of colleges and universities. The purpose of this article is to suggest an internal organization which identifies four major categories of administrative activity and to offer comments on issues and problems related to it.

## A Suggested Organization [1]

Judgment based upon the recommendations of survey studies and a review of the literature, including the recorded experiences of college and university administrators, leads to a hypothetical internal organization with the following four major categories of administrative activity: (1) Academic affairs, (2) student services, (3) business management, and (4) institutional development. Each of these may be under the jurisdiction of a separate official who serves in the category as a principal adviser to the president, to whom he is directly responsible for sound administration in his area. In such a structure, administrative matters should channel through these four officers, so that the president should seldom be called upon for direct administrative review and official decisions by other institutional officers.

The time thus saved by the president in such a suggested structure may be applied to those administrative functions which only he can perform. These include such items as the proper coordination between and among major segments of the internal organization; administrative decision and review for those in his span of control (those directly responsible); the maintenance of proper liaison with the legislature or, in private institutions, with the sponsors; the keeping of certain interested groups properly informed; and the development of the good relations which he should enjoy with the faculty. Although the number of administrative officers reporting to the president directly should be kept to a minimum, this does not alter the necessity for the president to maintain a sufficiently wide personal contact with the total faculty and staff.

## Basis for a Line-Staff Chart

A line-staff chart, when fully developed, displays in detail the line-staff relationships within each of the major categories of general administration. Direct responsibilities are commonly indicated by solid lines and coordinate relationships by broken lines. A line-staff chart serves its proper purpose when it shows direct (vertical) and coordinate (horizontal) relationships among the organization's personnel, and when its clarity and usefulness are not marred by an unnecessary listing of functions to be performed by the personnel. In the hierarchy of a line-staff organization, each administrative officer has a number of persons who are designated as responsible to him. These persons represent his span of control.

The following figure represents only the top level in a hypothetical line-staff chart. Assignments beyond the four major administrative officers which

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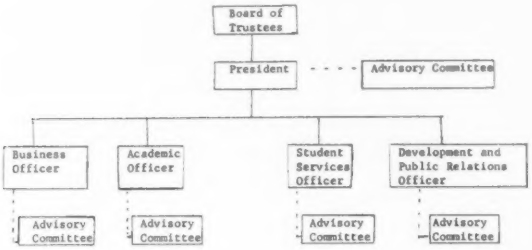
*Dr. Ayers and Dr. Russel are specialists for college and university organization, Division of Higher Education, U.S. Office of Education.

[1] For details concerning a suggested organizational structure, see *Internal Structure, Organization and Administration of Institutions of Higher Education*, U.S. Department of Health, Education, and Wefare, Office of Education, 123 p., U.S. Government Printing Office (OE–53012) 1962.

could be developed in a variety of ways have not been delineated.




## Some Observations

Few colleges foresee the requirements of their expanding enterprise and design the organization for dynamic administration and growth in line with stated objectives in higher education. In general, the administrative organizations in institutions of higher education have grown up without benefit of critical attention. Once established, they have inclined the institutions toward a rigidity which is rarely adaptable to changing circumstances and special problems. Noteworthy shortcomings include: (a) Too many officers reporting to the president, (b) student personnel interests uncoordinated and scattered among a number of officers and faculty members, (c) academic administration not clearly identified, and (d) scant attention given to institutional development as a discrete category of general administration. As a result, in many colleges and universities organization planning is an area of clearly marked weakness. Not only are faculties conservative when internal change is suggested, but trustees may be slow to change established institutional statutes which provide the organizational framework.

The apparent tendency of institutions to develop and expand their organizations in response to immediate exigencies arising from present problems indicates at least a partial explanation for many of the kinds of relationships found and the variety of ways in which institutions are organized. Indeed, the present organization structures of a number of collegiate institutions all too often reflect patterns of organization developed for particular reasons which no longer exist or have relevance. An administrative organization which has as its basic rationale what might be termed a system—or rather, a lack of system—of growth by accident and accretion is costly in both human and financial resources.

## Reorganization

Reorganization of an administrative structure is no simple procedure. It should be undertaken only after thoughtful planning and without undue haste. An awareness of possible pitfalls in such a project is mandatory for the cautious administrator and the prudent board of trustees. The time has come, nevertheless, and is doubtless overdue in many colleges and universities, to plan for study and action leading to a reorganization of internal administrative structure. The leaders of such a movement must realize they are dealing with the professional life-blood of articulate and socially sensitive intellectuals generally, as well as with a vested-interest group in the existing organization arrangement. Tolerance for the worth of the individual must be observed in producing a readiness for change. Subordinate administrators must be convinced that not reporting directly to the president does not mean ineffective administration. Reasons for change should be made as clear as possible.

*The presidency.*—Boards of control wishing to streamline organization must first have a president who wants to move in the same direction. Conversely, a president with the "know-how" and desire to reorganize the structure for internal administration must first have an understanding board, fully informed and ready to support him as action toward administrative changes are recommended. Indeed, most boards depend upon their chief executive for leadership in these matters, and plans for reorganization are of little value if the president is ineffective in this management function. He can be ineffective, for example, by being too timid, insensitive to opportunities for timely action, or overly sensitive to personality situations.

In addition to imagination and skill in the realities of organization, the president should have a firm appreciation of the nature of those elements to be organized. He should recognize advantages accruing to the institution through the best use of his own time along with the best use of the institution's personnel and financial resources. He should value adequate supervision of control for the multitude of functions which must operate satisfactorily and efficiently in an institution which expects to meet its obligations and responsibilities. Without such

insight, a president is at a real disadvantage in reorganization activities.

Implementing changes in organization is more than a mere matter of dreaming up charts and writing job specifications. Properly drafted, charts and job descriptions are excellent, and are widely considered as necessary elements in good organization, but they will not in themselves get the job done. Fundamentally, however, reorganization involves human commitments up and down the line, throughout the faculty and staff, and by the board of trustees. Moreover, it involves a resorting of duties and responsibilities within this complex. The main idea in implementing changes in organization is to set up a system of relationships which will enable the men and women involved to work together harmoniously to achieve the purposes of the institution.

Whatever the design of the flow chart found to work best for a specific institution, the chart should have an administrative centralization which tends to create a manageable presidential span of control. As a beginning toward the accomplishment of this objective, the authors recommend keeping in mind the basic four-man type of control (span) as a workable model with four major categories of administrative activity: Academic administration, student services, business management, and institutional development. Of course, in actual practice a specific institution may find many variations and departures necessary in adapting this model to its requirements. After all, a span of control is affected by the competence of the administrator, the nature and environment of the institution, and the training and personality of the personnel. Retention of the idea, however, gives direction and consistency to planning action in administrative reorganization.

The advantages of this four-man type over some of the other designs include: (1) A unity of control; (2) an opportunity for the president to work with some equality of time and energy with all sectors of the institution; (3) an internal unity of operation for each of the four major segments; (4) a delegation of responsibility with commensurate authority in four major areas; (5) an excellent overview of operations for the president; and (6) a provision for coordination of the internal organization.

*Some problems.*—Usually and without too much difficulty the activities performed in most higher education institutions can be assigned to one or another of the four administrative areas suggested. The discussion of some of the issues which are occasionally raised is presented at this point to avoid the inference that one type of assignment is to be preferred to another. The very nature of some of these sundry activities suggests, however, a rationale for the assignment to more than one administrative segment. Strong support for alternative assignments can be, and often is, put forward. Decisions must be made in favor of one or another assignment. The nature of the duties performed usually demands a special kind of coordination between areas in all instances.

Any institution as it begins to explore the possibility of reorganization along the four-part lines suggested will immediately encounter problems in assignment. While the four-part structure has an apparent inclusiveness—apparent at least in its nomenclature—it will become evident almost immediately that several functional areas may have a justifiable claim to assignment to *at least* two of the major administrative areas.

For example, these functions which are peculiarly the responsibility of a director of admissions have a generally recognized relationship to both the academic and the student services areas. Rarely can one say that this type of function is peculiarly the concern of just *one* of the administrative segments. If, however, the four-part structure is used, a decision in favor of one or the other will have to be made. However the decision goes, an adequate provision for coordination between the areas for the administration and the admissions function is quite important.

Several of these functions are similar in that they seem to be a concern of more than one administrative segment. Falling in this category are the functions commonly assigned to the registrar, the director of housing, the librarian, the director of the student program, the administrator of scholarships and/or fellowships, the director of student recruitment, the editor of the college catalog, the director of the student union, the director of counseling and/or advising, the director of extension, the director of institutional research. Undoubtedly there are additions to this list.

Whatever the length of the list, the important point is that collegiate administrative functions need to be examined one by one. Assignments must be decided, and where necessary, a cross-coordination

must be provided. Assignments under the suggested model should appropriately be set *in the line* under one of the four segments or *as staff* to the president or to one of the line officers.

### A Concluding Statement

A continuing review of organizational structure for administration is necessary if an undue administrative supervisory burden on the president is to be avoided. Such a review should particularly consider: (1) A line-staff chart which clearly indicates working relationships among the general administrative officers and their relationships with subordinate personnel; (2) a clear distinction between policy-making and policy-administrating; (3) a clarification of the role of the faculty as an organized group; (4) an examination of the function of faculty committees; and (5) the development of position descriptions which set both extent of responsibility and extent of authority. Revision which gives consideration to these matters should not only lead to a more effective realization of institutional goals, but should provide a conservation of resources through a greater total efficiency in operation.

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## Opportunity for Higher Education*

IN A FREE SOCIETY an effective citizenry must be educated to the level demanded by that society. Social and economic changes which in the past caused us to expand educational opportunity to include the high school now demand that we expand it to include higher education for those who want it and are able to benefit by it.

The need for more and better education grows more evident with every breakthrough in research and technology, with every social and economic variation, with every new international development, as we cope with revolutionary changes in life on this planet—and beyond.

In a complex technological society that lives and grows by innovation, education cannot be considered solely as a service to the individual in the cultivation of his talents and intellect. It must also be considered as a field for public investment essential to economic growth and national security. Educational policy is closely linked to equality of opportunity, to full employment, to economic growth, to international trade, to foreign policy. For the Nation to neglect the instrument of society best adapted to develop its greatest resource—the intelligence of its people—would be as foolhardy as to neglect its responsibility to national security. Every time we deny an American youngster with college capabilities the opportunity of starting or completing a college education, we not only deny him the opportunities which come with greater education but also retard our Nation's scientific advance, slow its economic growth, and fail to build up a reservoir of future leadership.

There is an aspect of public responsibility, however, that goes beyond even so vital a matter as the economic and scientific progress of the Nation. It is simply the commitment of a Nation of free people to the essential dignity and worth of the individual. This commitment requires an opportunity for every individual to develop and use his talents and abilities as fully and freely as possible. If this Nation lives up to its democratic ideals, no student will be deprived of an opportunity to develop his talents because of inability to pay the costs of higher education. It is in the best traditions of our free society and essential to our future strength as a Nation that our best be guaranteed a chance to do their very best.

But why should the Federal Government be responsible for such a guarantee? The Federal Government, representing all the people, is responsible for encouraging the States and localities to provide the kind of higher education our youth need. But this is not enough. The States and localities are uneven in their ability to furnish educational opportunity. In a country with a highly mobile population and with a domestic and international economy which blurs State lines, industries go where good educational opportunities exist. The progress which follows on the heels of industry in-

*Statement by Francis Keppel, Commissioner of Education, on the national college debate, "Resolved that the Federal Government Should Guarantee An Opportunity for Higher Education to all Qualified High School Graduates."

creases resources for high quality education, which in turn generates still further scientific and social progress. Disadvantaged areas perpetuate the disadvantages of their youth and hence continue to be a drag on all areas.

The Federal Government, representing the national interest, is responsible for carrying out those programs which are of truly national concern. If guaranteeing the opportunity for higher education to all qualified persons is a national concern, it is the concern of the Federal Government. There are, however, limits to the means by which the Federal Government may discharge its responsibility. For example, the Federal Government may initiate and finance projects relating to our economic and defense needs.

The use of Federal funds to initiate building and scholarship programs is in keeping with our tradition of meeting national needs through united national efforts; but to make Federal funds the sole source of support for our institutions of higher learning would threaten their independence. The Federal Government shares the national responsibility of guaranteeing higher educational opportunities to all who qualify for such education; its obligation to secure that guarantee is defined and limited by many historical, social, and political traditions as well as by popular consensus for broadened educational opportunities—a consensus arrived at by democratic processes.

Now, what is the alternative to a guarantee of educational opportunity through the Federal Government? I have said *through* the Federal Government, not by it, for the Federal Government is the instrument through which the States can accomplish together what they cannot accomplish by their separate efforts. In the absence of guaranteed educational opportunity, it becomes necessary to take from those areas which are of high productivity by virtue of education and give to those where inadequate educational attainments contribute to problems of unemployment and low productivity. The alternative to a national guarantee of higher educational opportunity is a national drift toward the leviathan State. A nation that does not guarantee adequate educational opportunity cannot produce as much as it might. It must also redistribute, artificially and arbitrarily, an increasing proportion of what it does produce, and in doing so may diminish the liberty of every citizen.

To the extent that we guarantee educational opportunity of high quality to the many who benefit by it, we renew and extend our democracy, we provide the tools for scientific, social, and cultural advancement, and we expand our potentialities for continued and growing progress. Beyond all this, we reduce to a minimum the number of persons whose talents are wasted in a society that needs them more and more. A Government representative of all the people must play a vital role in this cooperative national effort.

## OFFICE OF EDUCATION *Studies* AND *Surveys*

### Increase in Number of Engineers Predicted

THE NUMBER OF FRESHMEN enrolled in engineering increased slightly (1.6 percent) last fall for the first time in 6 years. Moreover, the number of engineering freshmen—65,700—reflects a larger proportion of the male, first-time students in 4-year institutions—14.8 percent last fall as compared with 14.5 percent in the fall of 1962.

Engineering enrollments also rose last fall at most other levels. The total number of fourth-year engineering students increased by 6 percent to 40,500. Total undergraduate engineering enrollment increased by 0.6 percent to 232,000. At the master's level, the jump was 9 percent, to 38,500—double the 1964 enrollment. Doctoral enrollments in engineering increased by 19 percent to 11,000—more than three times the number in 1954.

According to the Office, doctor's degrees in engineering awarded during the 1962–63 academic year increased by 14 percent to an alltime high of 1,380. Master's degrees went up 8 percent, to a record 9,640. There was, however, a decline of 4 percent in bachelor's degrees, which totaled 33,500.

These findings are based on complete returns from the annual survey conducted by the U.S. Office ot Education in collaboration with the American Society for Engineering Education. The survey is limited to the 251 institutions in the United States that grant engineering degrees.

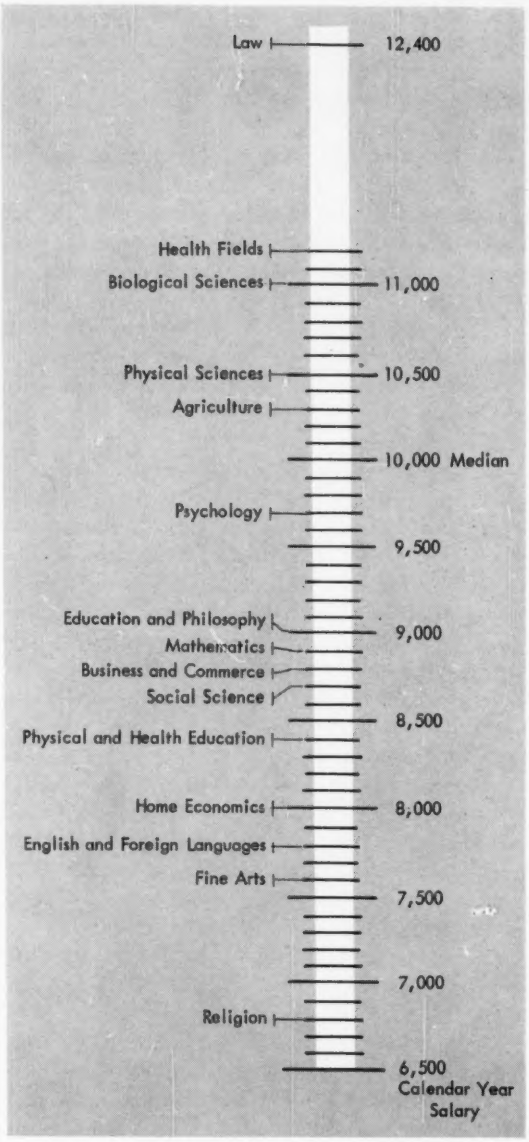
## Teaching Faculty in Universities and Four-Year Colleges

A SURVEY of teaching faculty in universities, liberal arts colleges, teachers colleges, and technological institutions was conducted by the Office of Education in the spring of 1963. Faculty members who taught at least one course creditable toward a degree by the student, who held the rank of instructor or above, and who were employed for the full 1962–63 academic year participated in the survey. The survey found that the median salary was $7,700 for faculty on academic year contracts and $9,500 for faculty on calendar year contracts. The survey also estimated the number of teachers classified by the field in which they were primarily teaching and the median salaries for each primary teaching area. These figures are presented in the adjacent graphs.

The median academic year contract salary for each rank was: Professors $10,600; associate professors $8,500; assistant professors $7,200; and instructors $5,800. The median academic year salary varied considerably more from teaching area to teaching area for professors than for the other ranks. Law professors earned a median of $14,200, whereas professors of religion and theology earned $8,400 for an academic year.

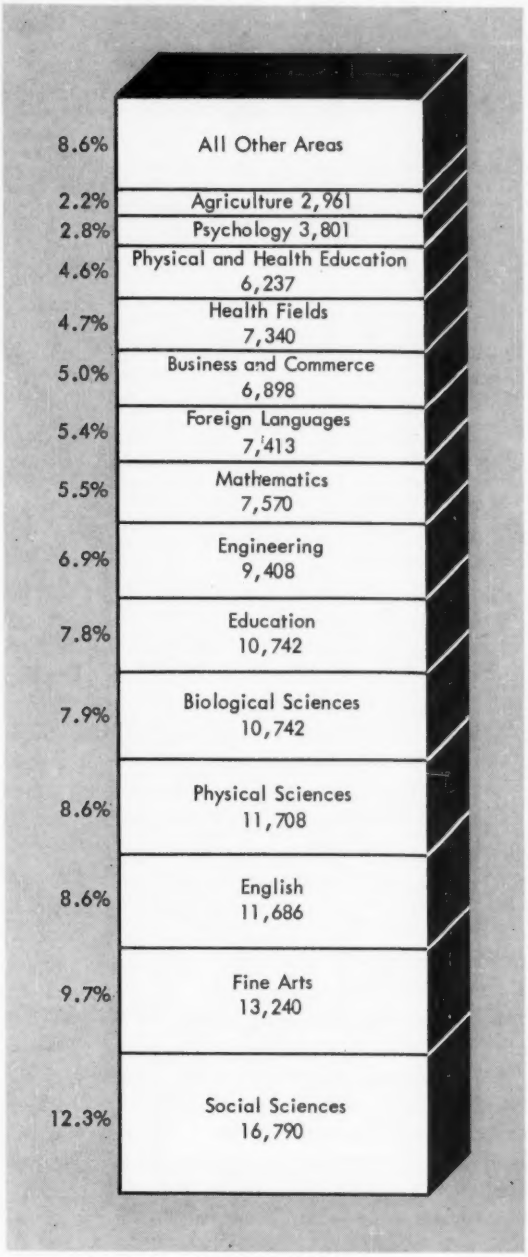
The median academic year salary varied considerably from region to region: There was a difference of $1,200 between the median in the North Atlantic region, which had the highest salaries, and the Southeast, which had the lowest. The median academic year salary for the North Atlantic region was $8,000; for the West and Southwest $7,800; for the Great Lakes and Plains $7,800; and for the Southeast $6,800.

Several publications concerning faculty in higher education are planned by the Office of Education. The first report on the number and salaries of teaching faculty classified by type, control, and faculty size of institution is now available. The variations in academic salaries by geographical region and primary teaching area are also presented. Publications and further information may be obtained by writing Ralph E. Dunham or Patricia S. Wright, Office of Education, Washington, D.C., 20202.




**Median calendar year salaries of teaching faculty in universities and 4-year colleges, ranked by primary teaching area, aggregate United States, 1962–63.**

**This chart and the one opposite are based on data in Teaching Faculty in Higher Education, 1962–63: Primary Teaching Areas and Contract Salaries, by Ralph E. Dunham and Patricia S. Wright. Superintendent of Documents, Washington, D.C., 20402, 20 cents.**




**Number of teaching faculty members in universities and 4-year colleges according to their primary teaching area, aggregate United States, 1962–63.**

## Cooperative Research

THE PUBLICATIONS listed below report projects completed under the Cooperative Research Program of the U.S. Office of Education. Copies of the reports may be obtained from the university, public, and private libraries which participate in the "Documents Expediting Program" of the Library of Congress, Washington, D.C.

The names and locations of libraries participating in the Expediting Program were listed in the December 1963 issue of *Higher Education.*

Ralph F. Berdie and Albert B. Hood, *Trends in Post-High School Plans Over an 11-Year Period.* University of Minnesota, 1963. No. 951.

Catherine S. Chilman and Donald L. Meyer, *Educational Achievement and Aspirations of Undergraduate Married Students as Compared to Undergraduate Un-Married Students, with Analysis of Certain Associated Variables.* Syracuse University, 1963. No. 961.

William W. Cooley, *Career Development of Scientists: An Overlapping Longitudinal Study.* Harvard University, 1963. No. 436.

Allison Davis and Robert Hess, *Relationships Between Achievement in High School, College, and Occupation: A Follow-up Study.* University of Chicago, June 1963. No. 542.

B. J. Chandler, Evelyn F. Carlson, and others, *Research Seminar on Teacher Education.* Northwestern University, June 1963. No. G011.

Philip B. Price, Calvin Taylor and others, *Performance Measures of Physicians.* University of Utah, August 1963. No. 1551.

Norman E. Wallen and Kenneth H. Wodtke, *Relationships Between Teacher Characteristics and Student Behavior—Part I.* University of Utah, 1963. No. 1217.

## Residence and Migration of Students

THE OFFICE OF EDUCATION has made a survey of all college students in the United States who in the fall of 1963 were enrolled in degree-credit on-campus programs. The survey identified students by their "home States," to get data on a nationwide basis that would indicate the extent of migration of students from one State to another.

The following table gives some highlights of the

## Survey of residence and migration of college students: Fall 1963

[Includes all students enrolled at main and branch campuses in programs which are wholly or principally creditable towards a bachelor's or higher degree; excludes students in off-campus extension courses and in terminal noncredit courses]

| Home State of student [1] | First time students from each State: Percentage attending in Home State | First time students from each State: Ratio to high-school graduates in home State 1962–63 | First time students from each State: Ratio to estimated population aged 18 in home State July 1963 | Students beyond undergraduate level from each State: Ratio to undergraduate students from that State |
|---|---|---|---|---|
| 50 States and D.C | *Percent* 81 | *Percent* 51 | *Percent* 36 | .17 |
| Alabama | 78 | 32 | 19 | .10 |
| Alaska | 44 | 47 | 20 | .11 |
| Arizona | 87 | 61 | 41 | .18 |
| Arkansas | 85 | 47 | 30 | .11 |
| California | 95 | 81 | 63 | .15 |
| Colorado | 81 | 55 | 38 | .16 |
| Connecticut | 55 | 58 | 44 | .21 |
| Delaware | 52 | 45 | 32 | .24 |
| District of Columbia | 51 | 60 | 38 | .36 |
| Florida | 80 | 62 | 38 | .09 |
| Georgia | 79 | 39 | 20 | .13 |
| Hawaii | 66 | 49 | 35 | .13 |
| Idaho | 76 | 62 | 47 | .14 |
| Illinois | 77 | 63 | 47 | .16 |
| Indiana | 84 | 44 | 33 | .21 |
| Iowa | 76 | 48 | 40 | .13 |
| Kansas | 86 | 54 | 46 | .15 |
| Kentucky | 84 | 47 | 25 | .13 |
| Louisiana | 91 | 47 | 29 | .13 |
| Maine | 66 | 31 | 22 | .09 |
| Maryland | 72 | 52 | 35 | .19 |
| Massachusetts | 77 | 51 | 43 | .23 |
| Michigan | 90 | 44 | 34 | .18 |
| Minnesota | 85 | 46 | 39 | .13 |
| Mississippi | 92 | 52 | 28 | .08 |
| Missouri | 82 | 49 | 38 | .17 |
| Montana | 80 | 58 | 45 | .10 |
| Nebraska | 85 | 54 | 44 | .15 |
| Nevada | 70 | 70 | 42 | .09 |
| New Hampshire | 56 | 38 | 27 | .17 |
| New Jersey | 51 | 53 | 39 | .22 |
| New Mexico | 72 | 49 | 28 | .18 |
| New York | 71 | 47 | 34 | .29 |
| North Carolina | 89 | 36 | 22 | .12 |
| North Dakota | 83 | 50 | 43 | .10 |
| Ohio | 82 | 44 | 32 | .15 |
| Oklahoma | 89 | 54 | 38 | .16 |
| Oregon | 84 | 54 | 45 | .14 |
| Pennsylvania | 74 | 38 | 30 | .19 |
| Rhode Island | 67 | 45 | 30 | .22 |
| South Carolina | 78 | 34 | 19 | .12 |
| South Dakota | 83 | 53 | 41 | .11 |
| Tennessee | 79 | 42 | 26 | .14 |
| Texas | 93 | 57 | 33 | .13 |
| Utah | 94 | 56 | 44 | .15 |
| Vermont | 63 | 34 | 28 | .12 |
| Virginia | 67 | 47 | 25 | .14 |
| Washington | 88 | 57 | 44 | .11 |
| West Virginia | 85 | 37 | 25 | .11 |
| Wisconsin | 85 | 43 | 36 | .13 |
| Wyoming | 72 | 63 | 48 | .12 |

[1] Home State is defined as the State in which the student maintains his permanent address as distinguished from his local college address. A similar definition was used in the 1958 Survey.

information gathered in the survey. It indicates, for example, that—

★California ranked first in the percentage of its first-time students who stayed at home: 95 percent of its residents who began college in the fall of 1963 attended an institution within the State. The national average is 81 percent. (See column 1.)

★The ratio of first-time students to high school graduates may be taken as an approximation to the percentage going on to college. The national figure of 51 percent is exceeded by 21 States, with California and Nevada at the top. (See column 2.)

★The number of first-time students in the fall of 1963 was equal to 36 percent of the estimated population aged 18. The lowest State ratios are found in upper New England and in the southeastern part of the country. (See column 3.)

★New York State ranked highest in the ratio of advanced students to undergraduates—the figure of .29 means that there were 29 New Yorkers beyond the undergraduate level for every 100 New Yorkers at the undergraduate level. This indicates that advanced education is a bigger proportion of higher education for students with a New York home, whether as natives or by adoption, than for students from any other State. (See column 4.)

The Office plans to issue a report summarizing the basic data in the fall of 1964 and an analytical report at the end of the year. The staff acknowledges the assistance of registrars and their professional association in expediting the survey and in helping secure virtually complete coverage.

# OE program notes

## National Defense Education Act

### Regional representative appointed

MERLE F. OGLE has been appointed by the U.S. Office of Education as its representative for higher education, in the Denver, Colo., Regional Office.

In his new position Dr. Ogle will consult with officials of about 50 colleges and universities concerning their participation in programs authorized under the National Defense Education Act. These programs include loans to students in institutions of higher education, and Federal support of graduate fellowships, counseling and guidance training institutes, and a variety of language development activities.

Dr. Ogle is transferring to the Office of Education from the Department of the Air Force, where he has served as chief educational consultant at the Air Force ROTC-Air University, Maxwell Air Force Base, Montgomery, Ala., since 1949. Previously he was assistant director for Veterans Affairs at the University of Colorado and director of Highlands University Training School, Highlands University, Las Vegas, N. Mex. Dr. Ogle earned his A.B. and M.A. at Colorado State College and the doctor of education degree at the University of Colorado. He was a commissioned officer in the U.S. Navy during World War II.

### NDFL postdoctoral fellowships

THE U.S. OFFICE OF EDUCATION has awarded postdoctoral fellowships to 14 faculty members in liberal arts colleges for a year's training to help broaden and strengthen the national competence for conducting undergraduate programs of non-Western languages and related area studies.

Supported under the language development (title VI) provisions of the National Defense Education Act, the fellowships are distributed among four languages—Arabic, Chinese, Hindu-Urdu, and Japanese—and will cost an estimated $150,000.

The fellows will study in NDEA language and area centers located at seven universities: Harvard, Columbia, University of Pennsylvania, Cornell, Utah, University of California, and the University of Southern California.

These fellowships are the first NDEA-sponsored postdoctoral awards to cover study during a full 12-month period, including both the 1964 summer session and the 1964–65 academic year. Each fellow will work intensively with the language of his award and pursue studies in current economic, social, and political problems of the area in which the language is spoken.

Applicants are recommended by the institution at which they teach and must express the intention of returning there after the fellowship program to participate in an existing or planned program of non-Western language and area studies. Applicants also must be citizens or nationals of the United States, hold the Ph. D. or equivalent degree, demonstrate active interest in non-Western language and area studies, and agree to devote themselves to full-time study during the period of the award.

Each fellowship includes a stipend based on the fellow's monthly salary at the time of application and payment of all required institutional fees. Where applicable, transportation of the recipient and up to four dependents for one round trip between the institutions of employment and of fellowship may also be paid.

### Institutes in English-as-a-second-language

THE U.S. OFFICE OF EDUCATION will support two pilot institutes in English-as-a-second-language to be held during the coming summer at the University of California, Los Angeles, and the University of Puerto Rico, Río Piedras.

These institutes will enroll approximately 110 elementary and secondary school teachers who are teaching English to pupils for whom English is not the mother tongue.

An amendment to the National Defense Education Act approved by the President on December 18, 1963, broadened its authority to support institutes in English-as-a-second-language. This is a comparatively new educational specialty evolving from recognition of the importance of language training for pupils who must learn English after entering schools in the United States. Among these pupils, problems formerly regarded as being disciplinary or academic are now identified as originating in difficulties of basic communication and of cultural absorption within the school community.

Participants in both institutes will receive training in applied linguistics, methods of teaching English-as-a-second-language, and Spanish (Puerto Rican participants for whom Spanish is the native language will receive special training in English). Emphasis will be placed on conveying understanding of the problems pupils experience in adjusting their attitudes and behavior to conform to an unfamiliar culture. Demonstration classes will be provided at appropriate levels with ample opportunity for supervised practice teaching by the institute participants.

The institute in Puerto Rico is designed to serve the Eastern United States. Half of the participants will be from the mainland, the other half from Puerto Rico. This institute is scheduled for 7 weeks beginning late in June and will be directed by María Arsuago de Vilá, professor in the department of Spanish, University of Puerto Rico.

The institute at UCLA is being held in the most densely populated Spanish-speaking area of the Southwest. This institute opens on June 22 and will operate for 8 weeks. It will be directed by J. Donald Bowen, professor in the university's English department.

Teachers attending the institutes from public schools receive stipends of $75 per week and allowances of $15 per week for each dependent. Participants from private schools are not eligible for stipends and allowances, but attend the institutes at no charge.

General guidelines for the institutes were recommended by a panel of consultants appointed by the U.S. Commissioner of Education and representing the Modern Language Association, the National Council of Teachers of English, English departments of leading universities, the Office of Education, and the New York City and Dade County (Miami, Fla.) school systems.

Cost of both institutes is estimated at $150,000.

The institutes for teachers of English-as-a-second-language are to be administered through the National Defense Modern Foreign Language Institutes program. During the 1964 summer session and the 1964–65 academic year 83 additional institutes in 6 modern foreign languages will be conducted under the program.

Total cost of all 85 institutes will be $7,250,000 in funds authorized under the National Defense Education Act, title VI (language development).

## Title VI language development

THE U.S. OFFICE OF EDUCATION has negotiated additional contracts with educational institutions under title VI (language development) of the National Defense Act. The holders of contracts, directors, costs, and provisions are as follows:

1. The University of Southern California, Los Angeles; Theodore H. E. Chen of the university's Soviet-Asian Studies Center, director; cost, approximately $38,150: To prepare a series of teaching materials in Japanese (student workbooks, teacher's manuals, and audio recordings) for two progressive levels of high school instruction.

The materials will be tested in California secondary schools beginning in September 1964, and successive revisions will be guided by the reactions of students and teachers.

2. The Folsom Unified School District of Folsom, Calif.; Thomas A. Doran, foreign language coordinator of the school district, director; cost, $6,925: To conduct research among pupils in four schools to determine whether pupils learn a foreign language more efficiently when it is presented through the content of another school subject.

Pupils participating in the project will be assigned to a regular beginning biology class and to a beginning Spanish class where discussion, dialog, narration, and reading are centered on biology. The study will compare and evaluate the achievement of these students in both Spanish and biology with that of students following conventional courses.

3. Seton Hall University, South Orange, N.J.; John De Francis, research professor of Chinese at the university, director; cost, approximately $41,800: To prepare a *Beginning Chinese Reader* and a conversational textbook in *Advanced Chinese*, both for use in secondary schools.

The *Advanced Chinese* will be based on transcriptions of spoken materials and will contain dialogues dealing with topics of cultural and academic interest. A separate character text and tape recordings for use in the laboratory will also be provided. The beginners' *Reader* will concentrate on characters and usage that most quickly enable students to comprehend materials written in contemporary style. A total of 400 Chinese characters will be presented through selections revealing the context in which the characters are used. The *Reader* will be closely integrated with the beginners' conversational text

## Professional Employment Opportunities in The Office of Education

Professional opportunities in the Office of Education are open to college and university presidents and deans, department heads and professors, administrators, research scholars, staff assistants (including particularly those working in statistics, sociology, psychology, and economics who meet the professional educational experience requirements), and for vocational and technical specialists, counseling and testing experts, curriculum specialists.

These positions will be filled from the Civil Service Examination for Program Specialist and Advisor, No. 324B. Initial salaries range from $7,030 to $15,665. No written test is required.

*Qualifications required*

Applicants must meet both educational and experience requirements outlined below.

*Education*

Applicants must have completed a full 4-year course leading to a baccalaureate or first professional degree in an accredited college or university. This course must have included or have been supplemented by major study relevant to the area in which the duties are to be performed, for example, in mathematics, foreign languages, history, science, and education.

*Experience*

Except for the substitution of graduate study for experience as provided below, applicants must have had, in the amounts shown in the table below employment in a professional educational capacity in: (a) An established public, private, or Federal school, college, or university (including professional, graduate, and adult education programs); or (b) an international, national, regional, State, or local association, agency, foundation, or organization.

The work must have included extensive and significant research, scholarly, consultive, or administrative experience which clearly demonstrates the knowledge, skills, and abilities required to perform the duties of the position. The entire qualifying experience must show genuine professional progress. The following types of experience are not in themselves considered qualifying: Teaching, training, instructing, or serving as a member of a board, committee, or legislative agency where the applicant did not serve on the basis of his education competency.

*Amount of experience:*

| *Grade* | *Years* |
|---|---|
| GS–9 | 2 |
| GS–11 | 3 |
| GS–12 and 13 | 4 |
| GS–14 and 15 | 5 |

The experience offered must indicate the applicant's ability to perform at the level of difficulty and responsibility appropriate to the grade for which he applies. For grades GS–9 and 11, applicants must show 6 months of experience at a level of difficulty comparable to the next lower grade or 1 year of experience comparable to the second lower grade in the Federal service. For grades GS–12 and above, at least 1 year of the experience must have been of a level of difficulty comparable to that of the next lower grade in the Federal service.

*Substitution of graduate education for experience*

Graduate study successfully completed in an accredited college or university may be substituted for the required professional experience as follows:

1. One year of full-time graduate study may be substituted for 1 year of professional experience.
2. Two years of full-time graduate study may be substituted for 2 years of professional experience and will qualify in full for grade GS–9.
3. Satisfactory completion of all requirements for a doctorate will qualify for grade GS–11.
4. Applicants who have completed all requirements for the doctorate within the last 2 years may be rated eligible at GS–12 if they have demonstrated superior ability in their graduate studies.

The evaluation of graduate study will be made on the basis of information secured from the appropriate college or university. Applicants who feel they meet the requirements for GS–12 must indicate, at the time of filing, their desire to be rated on this basis.

*Where to get forms*

A copy of the examination announcement and necessary forms for filing may be obtained from the Board of U.S. Civil Service Examiners, Office of Education, Washington, D.C., 20202, or U.S. Civil Service Commission, 1900 E Street NW., Washington, D.C., 20415.

previously prepared at Seton Hall University.

4. The University of Wisconsin, Madison; Richard H. Robinson of the university's South Asian Language and Area Center, director; cost, $10,633: To prepare two readers and a glossary for Telugu, a language spoken by over 36 million people in India.

The two readers will be developed for use in second-year Telugu classes. One will be a literary reader containing representative short works by significant Telugu writers. The second will consist of 30 articles form contemporary Telugu newspapers. The glossary, to be separately-bound, will contain all words occurring in both readers.

5. The University of Washington, Seattle; Laurence C. Thompson, associate professor of linguistics and Russian at the university, director; cost, $7,506: To reproduce a reference grammar for Vietnamese, the manuscript for which was developed under a previous contract.

At present, there is no reference grammar available for the use of Americans learning the language. The University of Washington Press will produce a master copy of the grammar and will photo-offset 225 paperback copies.

6. Harvard University, Cambridge, Mass.; John Carroll, professor of educational psychology at the university, director; cost, approximately $158,000: To undertake a survey of language proficiency among students of modern foreign languages expecting to be graduated from college in the spring of 1965.

The university will administer the *Modern Language Association Foreign Language Proficiency Tests for Teachers and Advanced Students* to a nationwide sample of 7,000 college seniors majoring in five commonly taught languages, and correlate the scores with scales of language proficiency developed by the U.S. State Department's Foreign Service Institute.

The MLA tests measure students' abilities in reading, writing, listening, and speaking foreign languages as well as their knowledge of the world area where the language is spoken. Preparation of the tests received Federal support under a previous Office of Education contract. The Foreign Service Institute tests provide a means of translating numerical scores into descriptive evaluation of language proficiency ranging from "ability to use limited social expressions and language for travel requirements" to "fluency in the foreign language."

To obtain data on students' foreign language backgrounds and goals, the university will ask the students to take a short modern language aptitude test and fill in a questionnaire.

For the purpose of refining testing procedures, a pilot survey is being conducted at Harvard University and in the State of New York among some 1,000 foreign language students graduating this spring.

7. The Modern Language Association of America, New York City; Donald D. Walsh of the association's foreign language program, director; cost, approximately $43,550: To evaluate a sampling of modern foreign language institutes being held in 1964 under the National Defense Education Act.

Institutes to be reviewed include four being conducted during the current academic year and several of the 81 institutes scheduled for this summer. Panels of MLA consultant-evaluators will visit the institutes to observe classwork, programs of study, and administrative procedures and to confer with staff members and institute participants. The data obtained will be examined at a fall meeting of institute directors and incorporated into a report that will serve as a basis for planning future programs.

## Other Program Notes

### National Science Foundation

THE Engineers Joint Council, New York, N.Y., with NSF financial support, has developed a thesaurus of engineering terminology.

The thesaurus contains over 10,000 terms which represent selected vocabulary of all engineering disciplines. The terms are arranged alphabetically and are displayed to show synonymous, hierarchical, and unspecifiable relationships.

The council has designed the thesaurus as a reference tool for engineers, for editors, technical, and other writers for technical publications, and for information specialists in technical fields. The thesaurus will be particularly useful to information specialists such as librarians or abstractors as a reference for standard vocabulary when they are indexing, storing, and retrieving technical literature according to the method of coordinate indexing advocated by the Engineers Joint Council.

Eighteen organizations, including the National Aeronautics and Space Administration, submitted thousands of terms to the council.

## Student Mobility

(*Continued from page 6*)

resident students will probably preclude further action in the immediate future. Illinois presents the most optimistic view that, "there is no pressure to make more restrictive the admission of out-of-State students in Illinois public institutions."

### Some Conclusions and a Request to the U.S. Office of Education

The information presented in this article generally substantiates the contention implied in its title, that concern about college student mobility is attracting

increasing public interest. This interest is reflected in the tendency of some State governments to scrutinize more closely than heretofore the ratio of students coming from out of the State to those from within the State to attend the publicly controlled and supported colleges for which they are responsible. Some States have gone further and actually set in motion measures to restrict admissions of out-of-State students. The usual ground for concern and action in this direction is that education of out-of-State students uses funds needed for citizens of the State and represents an indirect public aid to other States.

In this regard several questions should be kept in mind by educators and public policymakers. Several of high importance would be:

1. In carrying on statewide studies and planning procedures, will an assumption of decreased mobility at the undergraduate level be necessary?

2. Will publicly controlled colleges and universities gradually develop more and more geographic homogeneity in their student bodies, especially at the undergraduate level?

3. Is public policy at the State level, which shows some tendency to restrict out-of-State admissions, working at cross purposes to public policy at the Federal level where State boundaries are disregarded in fellowship and other financial-aid programs and the Nation's manpower needs are considered paramount?

4. Will the combined effect of the described influences on college-student mobility place privately controlled colleges in a better light as instruments for aiding the national interest in meeting current and likely future manpower needs?

5. How can a valid definition of residency be formulated when students move and establish new homes at the college campuses and as members of new family units are "emancipated" from their parents?

Finally, note should be taken of the nationwide Office of Education study of college student residence and migration conducted during the fall of 1963. This is a most timely project and the reports on the study scheduled for release in the spring and summer of 1964 should increase public understanding of the magnitude and character of the mobility pattern of college students in America. It would be additionally helpful, however, if simultaneously with publication of the statistical report, the Office of Education would bring out a nationwide review and summary of institutional and statewide patterns or trends in policy regarding admission of out-of-State college students, along the lines but much broader than the preliminary study which is reported here.

## NEW PUBLICATIONS

### Government Publications

How To Obtain

(*1*) *Cost Publications: Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402*

(*2*) *Free Publications: Request direct from the agency issuing them.*

#### From the Office of Education

*Academic Administration: Case Studies in the Liberal Arts College*, by John H. Russel and Archie R. Ayers. 1964. 184 p. 70 cents. (OE–53020)

*College and University Physical Facilities Series*, "New Construction and Rehabilitation on College Campuses, 1961–62," by W. Robert Bokelman and Leslie F. Robbins. November 1963. 9 p. Free. (OE–51004–18)

*Cooperative Research Program Newsletter*, "Completed Projects." November 1963. No. 10. 22 p. Free. (OE–12001–10)

*Earned Degrees Conferred 1960–1961: Bachelor's and Higher Degrees*, by Wayne E. Tolliver. 1963. 250 p. $1.75. (OE–54013–61)

*Education of Exceptional Children and Youth*, "Special Education Personnel in State Education Departments," by Romaine P. Mackie and Lynell Todd. September 1963. 13 p. Free. (OE–35051)

*Education in Scotland: Studies in Comparative Education*, by Ellen M. Doherty and George A. Male. 1963. 46 p. 25 cents. (OE–14095)

*The Educational Media Program.* January 1964. 6 p. Free. (OE–34023–A)

*Graduate Programs 1964–65: National Defense*

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*Graduate Fellowships.* 1964. 27 p. Free. (OE–55017–65)

*A Handbook in Guiding Students in Modern Foreign Languages*, by Ilo Remer. 1963. 105 p. 45 cents. (OE–27018)

*Higher Education in the U.S.S.R.: Curriculums, Schools, and Statistics*, by Seymour M. Rosen. 1963. 195 p. $1.00. (OE–14088)

*Home Economics in Institutions Granting Bachelor's or Higher Degrees 1961–62*, by Virginia F. Thomas and Berenice Mallory. 1963. 81 p. 55 cents. (OE–83008–62)

*Improving English Skills of Culturally Different Youth*, by Arno Jewett, Joseph Mersand, and Doris Gunderson. 1964. 216 p. 75 cents. (OE–30012)

*Library Statistics of Colleges and Universities, 1962–63: Institutional Data*, by Theodore Samore and Doris C. Holladay. 1964. 120 p. 75 cents. (OE–15023–63)

*Mathematics Program Series*, "Placement Examinations in Mathematics," by Clarence B. Lindquist. November 1963. 3 p. Free. (OE–56015–3)

*National Defense Counseling and Guidance Training Institutes: Summer 1964, Academic Year 1964–65.* 1963. 13 p. Free. (OE–25015–65)

*National Defense Language Institutes: Summer 1964, Academic Year 1964–65.* 1964. 15 p. Free. (OE–27011–65)

*The National Defense Student Loan Program.* 1963. 2 p. Free. (OE–55002C)

*National Inventory of School Facilities and Personnel Spring 1962*, by George J. Collins. 1964. 134 p. $1.00. (OE–21026)

*Nonproperty Taxation for Schools: Possibilities for Local Application*, by Albert L. Alford. 1963. 144 p. 55 cents. (OE–22021)

*Publications Pertaining to or Applicable to Education in Rural and Small Communities*, by Jane Franseth and Edith A. Brown. December 1963. 20 p. Free. (OE–36004)

*Space and Facilities for Art Instruction*, by James L. Taylor, Mayo Bryce, and Rose E. Koury. 1963. 66 p. 65 cents. (OE–21025)

*Statistics of Special Education for Exceptional Children and Youth 1957–58: Chapter 5, Final Report*, by Romaine P. Mackie, Harold M. Williams, and Patricia P. Hunter. 1963. 120 p. 75 cents. (OE–35048–58)

*Summer Sessions in Colleges and Universities of the United States 1960*, by Donald F. Warner, Bernice R. Retzlaff, and Harold A. Haswell. 1963. 101 p. 65 cents. (OE–56012)

### From other Government agencies

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